

# Great Teachers for All Students: Issues and Strategies for Washington State

Invitational Policy Forum Hosted by:  
Washington Professional Educator Standards Board, and  
National Commission on Teaching and America's Future

Our energy and commitment to our work on the PESB comes from the knowledge that as we help shape our profession, we have a powerful impact on student learning.

– Carolyn Bradley,  
PESB Chair

## Final Report & Response

### Forum Objectives

- Convene policymakers to share information and expertise on three priorities of the Professional Educator Standards Board and the National Commission on Teaching and America's Future.
- Provide an opportunity for diverse stakeholders with differences of opinion to share perspectives on teacher quality-related issues.
- Collaboratively develop solutions and needed next

Ensuring a system that supports well-trained and effective teachers, principals, educational staff associates, and administrators is the defining work of the Professional Educator Standards Board (PESB). As an advisory board to state policymakers, the PESB formulates its recommendations through a deliberative process that includes research, presentations from experts and educational professionals, conversations among board members, and dialog with the varied constituencies that it serves. In October 2003, the PESB undertook all of those activities within a one-day invitational policy forum, convening a variety of stakeholders and experts to bring their ideas to bear on three goals of the board:

- Promoting the development of a state data system that provides an accurate picture of the educator workforce for improved decision making.
- Upholding the highest possible standards for education professionals, while simplifying and streamlining requirements and processes for obtaining and maintaining certification.
- Supporting the development of a new career and compensation structure for educators that aligns with Washington's new performance-based system of certification and professional growth.

The policy forum, *Great Teachers for All Students: Issues and Strategies for Washington State*, was hosted jointly by the PESB and the National Commission on Teaching and America's future (NCTAF) and included state and local education leaders, policymakers, higher education and association leadership.

In his welcoming remarks to the 100-plus forum participants, Governor Gary Locke proposed that the policies and practices that ensure effectiveness in the classroom must be developed with and by educators. "The professionals themselves must show us the way," Locke said.

This report summarizes the presentations and conversations of the educators, researchers, policymakers, organization and association representatives in attendance, and provides web references to resource materials. It includes PESB recommendations for immediate and long-term steps to achieve these three goals.

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## Using data to inform policy decision-making

The work of the PESB requires thorough knowledge of the characteristics and quality of the educator workforce. Is teacher quality distributed equitably across the state? In what districts and what disciplines is out-of-field teaching occurring? Where do we have high turnover and why? Are the programs and policies designed to recruit and retain teachers working? The PESB has questioned whether Washington State is collecting the right data, and whether the data that is available is useful. Part of the problem is that we have lots of data generated for different purposes, but not enough really comprehensive, meaningful analysis of it to inform policy and practice.

An important step toward developing a comprehensive picture of teaching quality in Washington State starts with a thorough examination of existing data sources. University of Washington researchers Dr. Mike Knapp and Dr. Marge Plecki, presented forum participants with results of their analysis of existing data about the quality of the state's teaching force. Analyzing existing data from the S275 reports that districts complete for salary apportionment purposes, as well as other data the state collects, Knapp and

Plecki drew a profile of Washington's 55,000 teachers by age, ethnicity, years of experience, and degrees earned. They also examined the data to gain answers to questions about supply and demand, where the current knowledge "is based on an assessment of perceptions."

Their study revealed a number of interesting findings, some of which run contrary to commonly-held assumptions, including:

- Washington has enough qualified teachers to fill most positions. Critical shortages do exist, however, in certain subject areas and geographic regions.
- While there will be an increasing number of teachers eligible to retire, there are for the most part experienced educators available to take their place.
- In general, districts in high poverty regions statewide have the least experienced teachers and fewer teachers with advanced degrees.
- While retention rates statewide are relatively high, a sample of districts selected for demographic variety ranged in 5-year retention rates from 0 to 75%.<sup>1</sup>

Though the research took more than a year, Plecki characterized it as "a baby step to help understand the pieces of the puzzle." She offered three directives for policymakers:

- Given the relative stability of the state's teacher workforce, focus on supporting teachers now in the classroom.

- Pay attention to subject-field and regional shortages, and distribution of teaching talent, particularly in hard-to-staff schools.
- Push for more dynamic and integrated databases, including school-level data.

Knapp and Plecki find that Washington's existing data sources "stop short of capturing all that matters in providing important facts about the teacher workforce and teaching quality" and that greater statewide capacity to systematically collect and analyze data about teaching, the teaching force, and support for teachers' work is needed to address many unanswered questions. Facilitated discussion among forum participants reflected strong agreement with the researchers' conclusions, revealing a lack of awareness of or access to current data sources, an overall mismatch between key questions and available data, and the fear that, as a result, policy decisions are being based on anecdote and assumption. While participants agreed that a coordinated system of comprehensive data is needed, they also agreed that issues of privacy and fears regarding punitive uses of data would need to be addressed.

### Next Steps

A comprehensive educator quality data system for Washington State must start with a solid, shared agreement on the information needed to inform policy development, as well as information required to analyze the effectiveness of implemented policies. In addition, the development of such a plan must involve a broad base of stakeholders and

**Teacher quality is the issue of the next decade. We must help educators, in all of their different roles, get the skills and resources they need to serve children well.**

**- Dr. Terry Bergeson,  
State Superintendent of  
Public Instruction**

<sup>1</sup> Data from two cohorts of teachers with less than one year of teaching experience in the 1996-1997 and 1997-1998 school years that were still teaching in 2000 and 2001, respectively.

focus on long-term data collection and analysis. States that have failed to do so have systems conceived in isolation within agencies, perpetuating the “silos” of data and limiting the usefulness of data to near-term issues and needs.

The PESB and OSPI will convene a work group of key stakeholders in 2004 to identify the questions that should drive a state educator quality data system, the data components that should be included in it, and the resources necessary for implementation. More specifically, the two agencies will:

1. Bring together the stakeholders whose cooperation in creating a coordinated data system is essential, including individuals representing district personnel administrators, ESDs, principals, teachers, and higher education teacher preparation programs.
2. Raise stakeholder and policymaker awareness of the literature/ research/state activities reflecting the need for and development of state data systems informing educator quality and highlight exemplary models with implications for Washington State.
3. Develop specific policy recommendations including:
  - Key data elements that should be included in the system
  - Considerations of ease of access and privacy
  - Use of data
  - System management and reporting
  - Cost implications / implementation

### Data Deficits

Washington collects significant amounts of data, but it tends to be located in “silos” for specific purposes and is not usually shared or easily accessible.

#### Missing:

Specific grades and courses taught  
 Assignment by subject matter  
 Assignment to particular groups of students  
 Certification type and endorsement(s)  
 Student demographic data linked to school and teacher  
 Local funding and how it is used  
 Frequency, types, and quality of professional development opportunities  
 Access to and quality of teacher preparation programs

#### Greater accuracy needed:

School-level data  
 Poverty data

- Knapp and Plecki, 2003

## Upholding standards for the profession - Raising the bar while lowering the barriers

A priority of the PESB is to uphold the highest possible standards for our profession. But in doing so, the PESB and the policymakers it serves must be careful not to create unnecessary barriers. There must be more flexibility in how prospective and current teachers obtain knowledge and skills and demonstrate they meet high standards. Three presentations at the policy forum profiled exemplary programs that are doing just that.

### Competency-based certification closer to home

From the shortages being experienced in specific teaching fields and geographic regions in our state, as well as from the high demand for enrollment in new alternative routes to teaching, it's clear that the current system falls short in providing teacher preparation when, where, and how it is needed. This is particularly true of the need for programs in rural and remote communities, as well as programs aimed at paraeducators and mid-career professionals seeking to

transition to the teaching profession. Washington's higher education institutions need a more strategic approach to addressing shortages and providing preparation programs where they are needed; programs designed for a more mature and experienced range of candidates.

Dr. Lynn Beck from Pacific Lutheran University explained to forum participants how the School of Education implemented a more competency-based approach to teacher preparation through participation in the Alternative Routes Partnership Grant Program.

PLU compressed the face-to-face time required for coursework, and focused on what students can be learning in the classroom, with heavy support from a mentor. Since the teaching certificate standards are translated to learner outcomes, many students in the program are able to get credit for prior learning and experience by demonstrating competency related to

those learner outcomes. It is a change from programs driven by set courses, credits and seat time, and the change has energized the school's faculty as they work to figure out how to design a learning environment to help students achieve specific outcomes. While Beck acknowledged that as a private school, PLU may be more "limber" in devising an alternative route, she also noted they still had to deal with the impact on faculty loads, assignments, record keeping, and a test-driven culture.

With grant dollars from the Fund for the Improvement of Post-Secondary Education (FIPSE), the PESB will develop similar competency-based programs with the goal of meeting regional teaching shortages. A second goal of the Regional Consortia Model, said Dr. Lin Douglas, is to support the transformation of all educator preparation programs to a performance-based model.

#### **A regional teacher preparation consortium model of teacher preparation**

- Solves local shortages locally
- Directs state funds to areas of greatest need
- Contains costs by using local providers, including ESDs
- Offers candidates high likelihood of employment in their communities

#### **Highly-qualified in the subjects they teach: an alternative route to adding subject endorsements**

Research makes clear the relationship between teachers' knowledge of the subjects they teach and student learning. The importance of that link is now being reinforced by law. Under the federal Reauthorization of the Elementary and Secondary Education Act (No Child Left Behind), teachers must demonstrate they are knowledgeable in the subject they teach. In Washington, this means an increased demand for teachers to add subject matter "endorsements" to their current teaching certificate. There is currently only one way to do that: through an approved teacher preparation program.

"We've heard from many teachers and school district administrators that they are very concerned about adequate access to preparation programs, the cost of those programs, and the limited opportunity teachers have to gain additional endorsements," said PESB Executive Director Jennifer Wallace. Wallace and David Anderson, PESB Assessment Director, outlined other routes the PESB is developing to allow teachers to demonstrate they have met the standards for an additional subject endorsement. Teachers may be able to take a subject knowledge test, or that test combined with classroom-based observations of their teaching skills. These new developments can mean far greater convenience/opportunity, less cost, and most importantly, greater assurance that teachers are highly qualified in the subjects they teach.

If the added endorsement is in a subject area with instructional methodology similar to the existing endorsement, for example, biology and chemistry, the teacher may be required just to pass the Praxis II subject knowledge test. The PESB has developed "clusters" of subject area competency that govern this route, defining the opportunity for the marketing education teacher to add a business education endorsement, or for the elementary education teacher to add an early childhood endorsement. If a biology teacher, for example, decides to seek an endorsement in a slightly different area, such as math, s/he starts on a similar path at the outset by passing the Praxis II, and then can demonstrate his/her competency in instructional methodology via a portfolio and classroom-based observations of their teaching skills, under the guidance of an Educational Service District and/or a teacher preparation program.

"The skills and knowledge needed to gain an endorsement could be acquired through a variety of professional development experiences," Wallace said.

The PESB's final recommendations for alternative routes for adding subject endorsements will be forwarded to the State Board of Education in May 2004.

#### **The professional growth plan: Vancouver's option for continuing education**

Clock hours and credits. These have long defined continuing education and certificate renewal for Washington's teachers. But too

frequently there is a disconnect between the professional development experiences teachers find valuable, and the clock hours and credits that “count” for certification.

Vancouver School District and the Vancouver Education Association have found a way to address mutual goals, provide meaningful professional development, motivate teachers to higher levels of performance, and renew certificates in the context of school and district learning improvement goals.

Adapting a professional growth model developed by Dr. Marilyn Simpson and piloted in several Washington districts, Vancouver offers teachers the prospect of renewing their teacher certificates through projects specific to their classrooms. The district found that Simpson’s *Art and Science of Professional Teaching*, which is aligned with the state’s professional certification standards and describes what an exemplary classroom looks like, offered “the perfect tool for teacher self-assessment. Teachers choose an area of focus, explained Starla Manchester, Mentor Manager, “and have to get very specific in identifying their goals, the rationale for choosing the goals, and the activities they will undertake to achieve them.”

Teachers work with mentors trained in cognitive coaching, and collaborate with a building administrator to provide evidence of professional growth across a continuum from basic to advanced competencies. Among the benefits realized: teachers reflected on their own practice and

### National Commission on Teaching and America’s Future

In 1996, the National Commission on Teaching and America’s Future (NCTAF) identified five priorities to ensure a “competent, caring, qualified teacher” for every child by 2006. Achieving that goal will be difficult, stated Kelly Green, NCTAF Director for State Policy and Partnerships, during her luncheon presentation to forum participants. “We aren’t retaining excellence,” she explained, pointing to statistics that show that teacher turnover in America’s schools is too high, “particularly in those schools that have the most to gain from a stable teaching force.”

“We cannot improve schools one teacher at a time,” Green said. Reflecting earlier presentations from Knapp and Plecki, Green emphasized that teaching quality includes adequate supports for teacher work and pointed to the fact that the largest factor in dissatisfaction-related teacher turnover is school conditions, such as poor administrative support, classroom intrusions and inadequate time. Curbing attrition rates requires doing well “those things we know how to do”: (1) organize schools for success, with shared leadership, smaller learning communities, and the use of technology to support learning goals; 2) build on quality teacher preparation; and (3) take actions that make teaching a rewarding career.

Among those actions:

- Effective incentives and modern recruitment and hiring strategies;
- Seamless entry with mentored induction into teaching during the first three years;
- Differentiated staffing and rewards for accomplished teaching.

The correlation between support and teacher retention is clear, Green explained, citing the value of induction programs that include a helpful mentor, a teacher network, and a reduced number of classes for which to prepare.

“owned” the process while being very intentional about impacting student learning.

“The greatest pay-off,” said Manchester, “is that veteran teachers are in charge of their own professional development.” Seven other school districts have also begun piloting the use of professional growth plans for certificate renewal during the 03-04 school year.

### Next Steps

The PESB will continue to identify changes needed in policy and practice - to raise the bar and lower the

barriers for education professionals, including:

- The policies and procedures that discourage prospective educators from entering the profession – and remaining there
- Ways to provide teacher preparation when, where, and how it is needed for a more diverse group of candidates
- Provision of clear and comprehensive information about Washington’s certification process for prospective educators

## Developing a new career and compensation structure for educators

Washington's compensation structure for educators is at odds with its notable efforts to ensure teacher quality, according to one of the country's leading researchers on teacher compensation. "If I were to pick a state working on teacher quality, I would put Washington in the category of those whose work is comprehensive," said Dr. Allen Odden, ticking off a list of accomplishments that includes the two-tier licensure system, the development of alternative routes for certification, and the alignment of professional development with Washington State's standards for student learning.

The state's school finance allocation structure, however, compensates teachers primarily for years of experience and education degrees — neither strongly linked to teacher effectiveness — and offers nothing in the way of a career path for teachers. "There's nothing to recognize professional licensure," Odden said.

Odden recommends that Washington alter its pay system to provide "the largest pay increases when teachers acquire instructional practices that are linked to improvements in student learning." Such a change "requires the system to be more than rhetorical about professional development and teacher evaluation."

He identified two approaches that states have taken to adopt a system of standards and rubrics that can be validated. One involves a set of detailed standards, such as the frameworks developed by Charlotte Danielson or Marilyn Simpson, and multiple classroom observations. The other

requires the creation of a portfolio of teaching using videotapes, such as the process used for National Board Teacher Certification. The key is an approach that combines clear, specific, measurable skills with an objective, sound, credible system for assessing them.

The public likes performance pay as a way to raise salaries, he said, "but is skeptical of putting more money into the current steps-and-lanes structure. "If we can figure out the right way to do it," he suggested, "the public will support it."

In addition to pay increments related to performance, Odden suggested changes in Washington's compensation system might also include "adders," such as pay for teachers in subject areas or geographic regions where there are teacher shortages, or added pay for teaching in low-performing or high-poverty schools.

The misalignment between Washington's new performance-based system of educator licensure and professional growth and its system of compensation is of growing concern to the PESB. Reports from educators about their experiences illustrate that changes to the current system are not just desirable, but necessary to address inequities caused by this misalignment. For example:

- Washington's new second-tier certificate, the Professional Certificate, is performance-based and incorporates a variety of professional development experiences. As a result, many candidates

accumulate fewer formal courses and credits upon which salary advancement is based. Teachers credentialed under the previous certificate, which required 45 credits or a master's degree, achieve higher status on the pay schedule than teachers under the new certificate, which many believe to be far more rigorous and meaningful.

- Increasing numbers of teachers gain certification through post-baccalaureate programs. These programs range in credits - from 27 to 67 quarter hour credits, depending on the institution. Thus when prospective teachers finish their preparation programs, they will have accumulated differing numbers of credits, and thus will be eligible for different placements on the salary schedule, although they have all achieved the same standards for certification.

### Prerequisites for Compensation Based on Knowledge and Skills -

- Identification of what good teaching is – the knowledge and skills to do it, or teaching standards linked to student standards and teacher career stages
- A professional development strategy to help teachers acquire and deploy that instruction
- Performance evaluation and assessment of knowledge and skills

### Next Steps

Fewer education issues are more complex than implementing new systems of compensation that reflect knowledge- and skill-based or other differential pay elements. The PESB recommends that state policymakers devote the resources necessary to effect change in Washington's system. This change must be informed by experts and with significant involvement and dialogue with practicing educators and education stakeholder organizations. The questions that require answers (see box) cannot be sidestepped or haphazardly addressed. Other states' experience suggests that it is more detrimental to hastily design a system in which educators and the public lack confidence than to keep an existing

single-salary schedule. Compensation reform tends not to succeed when created overnight or by a single proponent.

Odden has defined the components necessary for successful development of new systems of compensation:

- Involvement of all key parties
- Broad agreement on desired outcomes
- Comprehensive evaluation system
- Adequate, stable funding
- Opportunity for all teachers to achieve
- Management and labor maturity
- Commitment and persistence

The PESB will continue to work to raise policymaker awareness of the misalignment between the state salary allocation model and Washington's new performance-based system of educator preparation, certification, and ongoing professional development. We will advocate for necessary changes to the model, within the context of state consideration of overall reform of the state's education finance system.

### Conclusion

The PESB policy forum created an opportunity for a variety of roles and perspectives that too infrequently come together to focus on mutual goals, instead of differences.

The PESB intended the forum to focus on identifying strategies and solutions around three critical goals, and many emerged and are contained in this report. But these are not simple issues and they will not be solved overnight. The PESB has outlined in the report our plans for continued work and collaboration on these goals. In addition, we encourage state policymakers and other education leaders to take action on some immediate steps with us now toward reaching those goals, including:

- Support statewide expansion of the Alternative Routes to Teaching Partnership Grant Program. The PESB has secured federal funding for establishing and implementing the infrastructure for statewide expansion, but these funds cannot provide crucial stipends for the additional alternative route interns and mentors in the expanded regions.

### Questions for policy makers to consider:

- What does the transition to a new compensation system involve?
- Most states have begun by first supporting district pilots. Is this possible/advisable for Washington?
- How does Washington phase this in? Should existing teachers be grandfathered under the old system?
- To what degree do we modify the current salary allocation schedule versus adding on pay increments? What are the implications for stability of funding?
- How does a new system accommodate or reflect the current use of TRI dollars?
- How do we ensure that Washington districts have in place the necessary elements prior to implementation, such as a sound, objective evaluation system and a well-articulated system of professional growth tied to school and district improvement?
- How will we know if the change is a successful change? Improvements in:
  - Increased Teacher Retention
  - Employee Satisfaction
  - Increased Student Scores

- Support continued study and development of new career and compensation structure for educators. This should include:
  - Exploring options and supporting proposals for district pilots
  - Ensuring that any study of the state's education finance system include an in-depth analysis, with input from the PESB, of the state's salary allocation model and its lack of alignment with the state's emerging performance-based system of educator preparation, certification, and ongoing professional growth.
- Support development and implementation of an educator workforce data system providing the public, educators, and policymakers appropriate access to the useful and comprehensive information about educator quality needed to inform policy development and analysis.
- Encourage State Board of Education implementation of PESB recommendations related to successful implementation of the Professional Certificate.
- Help Washington State meet the requirements of the Reauthorization of the Elementary and Secondary Education Act (No Child Left Behind) by supporting the development and implementation of alternative routes for teachers to add subject endorsements to their teaching certificates.
- Support expansion of district pilots allowing use of professional growth plans for certificate renewal.

**Whether as a cornerstone for new endeavors or a building block for existing work, we must use what we have gained through this forum to work together toward our common goal of greater teaching for all students**

**– Carolyn Bradley, PESB Chair**

**PESB Vision**

**The vision of the Washington Professional Educator Standards Board is educator quality, recognizing that the highest possible standards for all educators are essential to ensuring attainment of high standards for all students.**

**PESB Mission:**

- **Bring greater focus and attention to certified education professions.**
- **Advise and provide recommendations to the State Board of Education, Superintendent of Public Instruction, Governor and Legislature on the full range of issues affecting education professionals, including: recruitment, hiring, preparation, certification, mentoring, professional growth, retention, governance, assessment, and evaluation.**
- **Oversee effectiveness of new basic skills and subject matter assessments to be required of all new teachers prior to state certification.**



The Professional Educator Standards Board acknowledges the generous financial contribution from Washington Mutual for the production and distribution of this report.

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## Related Resource Materials

The following resource materials, related to Forum topics, were provided for Forum participants.

These materials may be downloaded from the PESB website:

<http://www.pesb.wa.gov/policyforum2003/index.htm> - or by contacting the PESB directly

### SESSION BLOCK I

#### Promoting Improved State Data Systems that Provide an Accurate Picture of the Educator Workforce for Improved Decision Making

Dr. Marge Plecki, Center for the Study of Teaching and Policy, University of Washington;

Dr. Michael Knapp, Center for the Study of Teaching and Policy, University of Washington

Research on Washington's Teacher Force

(PowerPoint Presentation)

Voorhees, R., Barnes, G. (2003). *Data Systems to Enhance Teacher Quality*. Denver, CO: State Higher Education Executive Officers. (35 pages)

Esch, C., Shields, P., Young, V. (2002). *Strengthening California's Teacher Information System*. Santa Cruz, CA: The Center for the Future of Teaching and Learning. (14 pages)

Southeast Center for Teacher Quality (2001). "Center Drives Effort for Better Teaching Quality Data" *Best Practice and Policies*, Issue # 5, September. (2 pages)

Southeast Center for Teacher Quality (2002). "Data Driven School Reform: The Case of Chattanooga's Public Education Foundation" *Best Practice and Policies*, Vol. 2 No. 2. July. (3 pages)

Data Collection Framework of the Public Education Foundation's Teacher Quality Initiative

From the PESB: Summary of Related State Activities (descriptions of exemplary/innovative practices in other states)

### SESSION BLOCK II

#### Upholding the Highest Possible Standards for Education Professionals, While Identifying New Ways to Simplify and Streamline Requirements and Processes for Obtaining and Maintaining Certification

##### Breakout 1:

##### Ensuring All Teachers Are "Highly-Qualified" In the Subjects They Teach

Jennifer Wallace, PESB Executive Director;

Dr. David Anderson, PESB Assessment Director

(PowerPoint Presentation)

National Education Association. (2002) Flow chart on web site through which teachers can determine if they are highly-qualified under the requirements of the federal No Child Left Behind law.

Education Commission of the States. (2003) NCLB and Highly Qualified Teachers: Three Questions That All States Must Ask and Answer. Denver, CO: Author. (8 pages)

Washington Professional Educator Standards Board – Chart depicting proposed new options for alternative routes for teachers to add subject endorsements to their certificates

Washington State initial plan for meeting the "highly qualified" teacher requirements under No Child Left Behind. "Highly-Qualified Teachers begins on page 19.

Jerald, C. (2002). All Talk No Action: Putting and End to Out-of-Field Teaching. Washington, DC: The Education Trust. (13 pages)

## Breakout 2: Competency-Based Teacher Preparation: Progress and Future Direction

Dr. Lynn Beck, Dean, Pacific Lutheran University, School of Education;  
Dr. Lin Douglas, PESB Director of Alternative Route Programs  
(PowerPoint Presentation)

Washington Professional Educator Standards Board. (2003). *Getting and Keeping the Teacher We Need: The Role of Alternative Routes*. Olympia, WA: Author.

Washington Professional Educator Standards Board plan for expansion of alternative route programs and establishment of new Regional Teacher Preparation Centers.

Roach, V., Cohen, B. (2002). *Moving Past the Politics: How Alternative Certification Can Promote Comprehensive Teacher Development Reforms*. Alexandria, VA: National Association of State Boards of Education. (33 pages)

Allen, M. (2003). *Eight Questions on Teacher Preparation: What Does the Research Say?* Denver, CO: Education Commission of the States. (Summary = 8 pages; Full report with research references = 92 pages)

Wilson, S., Floden, R., Ferrini-Mundy, J. (2001) *Teacher Preparation Research: Current Knowledge, Gaps, and Recommendations*. Seattle, WA: Center for the Study of Teaching and Policy, University of Washington. (Summary = 12 pages; Full report = 96 pages)

## Breakout 3: Continued Professional Development: Moving From Clock-Hours and Credits To Professional Growth Plans

Dr. Ed Wilgus, Professional Development Manager, and  
Starla Manchester, Mentor Program Manager, Vancouver School District  
(PowerPoint Presentation)

OSPI Bulletin No. 19-03: Pilot: Use of Professional Growth Plans to Renew Continuing or Professional Teacher Certificates.

## LUNCHEON KEYNOTE

Dr. Kelly Green, Director of State Policy and Partnerships,  
National Commission on Teaching and America's Future  
(PowerPoint Presentation)

National Commission on Teaching and America's Future. (2003) *No Dream Denied: A Pledge to America's Children*. Washington, D.C.: Author.

## SESSION BLOCK III Support Development of a Career and Compensation Structure For Educators

Dr. Allan Odden, Professor and Co-Director,  
Consortium for Policy Research in Education,  
University of Wisconsin-Madison  
(PowerPoint Presentation)

Professional Educator Standards Board. (2003). *Getting and Keeping the Teachers We Need: Paying for What We Value*. Olympia, WA: Author.

From the PESB: *Cases to illustrate disconnect between SAM and new performance-based system of teacher certification and ongoing professional development*.

Odden, A. (2001) *Rewarding Expertise. Education Next*. Spring. Palo Alto, CA: The Hoover Institute, Stanford University.

Consortium for Policy Research in Education's Teacher Compensation Project website with links to resource documents.

Bryan Hassel. (2002) *Better Pay for Better Teaching. Policy Report*. May. Washington, D.C.: Progressive Policy Institute.

Partnership for Learning. (2003) "Paying Teachers for What They Know and Can Do". *Better Schools E-Briefing*. Vol. 1, No. 4., February.

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